



photos by sheila page

The Constitution of the Student Association provides for the Executive Chairman to address the Senate on the state of the union. Since there is very little union existing on this campus, I am unable to address myself to the subject. However, there are certain scattered thought processes which I would like to share with you.

There is something wrong on this campus; something critical. It is not the fault of any one person, or any group of persons. Rather, it is the system, itself, that is inherently, crushingly, encompassing.

And what exactly is wrong with this system? It took me a while to determine this problem, but actually it is most obvious. The Problem is POWER. It is fact that the students on this campus don't have any. That is what is missing here. Power.

For example, you live on this campus - what can you do to change it; to make it move in the direction of a progressive institute of higher learning. You will answer: "Not much" and you are right. You can't do anything unless you decide to use the power that is inherently yours. I am not speaking of physical force or coercion, I am talking about assuming the rights that are yours.

You are a student; you should be able to participate in deciding what is taught and who is teaching it.

You are a dorm resident; you should be able to participate in determining dorm regulations.

You must want to assume this power and the responsibility it entails.

It will not be easy to revolutionize people's thoughts in this direction because for so long students have willingly accepted their status as "slave." But it can be done. Assume your adult role. Don't grovel for change; demand it!

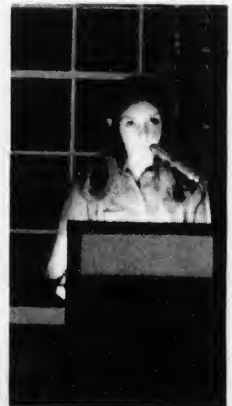
Changing one's frame of reference is the first step, but these changing attitudes must be vented in the proper direction. Curriculum reform, pass-fail systems, free universities - all of which are worthwhile - will not change the system, merely the substance of the system.

That's what we must concentrate on - the system. This college - and almost every other one in this nation - is operating as a plantation system. The Board of Visitors is the Big Plantation Owner - all the rest of us are hired hands. Administrators are overseers; faculty are tenant farmers; and the students are the slaves. Unfortunately, no Emancipation Proclamation has been cited for students - thus, it is up to each of us to free ourselves and make our voices heard. And our voices will not be heard by compromising solely with other hired hands - we must bargain with those in control, namely, the Board of Visitors. That's where it's at - it's no use fooling yourselves. To compromise on social and academic matters is not power, it is slavery, and we, as students, cannot be expected to labor as slaves forever.

Each of you, as part of this community, must examine your beliefs and convictions and then act on them. The acting must be stressed, for while Emerson influenced men by his words, Cleaver has inspired a whole race by his actions.

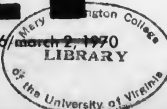
I would like to close by quoting Robert F. Kennedy: "It is not enough to ask for dissent, we must demand it."

Kathi O'Neill, SA President,
State of the Campus address,
delivered Tuesday, March 3, 1970



THE bullet

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Friday March 13

Exec, Honor candidates discuss issues

by Robin Darling

Mary Anne Burns and Marilyn Morgan, candidates for Executive chairman of the Student Association, and Ann Jeffries and Tina Convery, candidates for Honor Council president, raised vital issues and answered questions at a buzz session Monday night in ACL ballroom.

A fairly large group of interested students attended. More questions were directed toward the student government candidates, who held similar opinions on campus problems.

Faced with the changing role of the Honor Council in the wake of the new amendment, both Tina Convery and Ann Jeffries declined to predict whether or not the Honor Council will fade out of the system at Mary Washington; however, both favored the new amendment, on the grounds that it is designed to give flexibility to a potentially rigid system. Although both desired a change in counselling of freshman and transfer students, they

differed in approach. Anne thinks that more time should be spent with freshman, and less stress laid on fear tactics. She refuted Tina's suggestion of the presentation of hypothetical cases to new students, saying that no two cases are the same. Questioned on their experience, Anne lists service on the Council since freshman year; she is convinced that the Honor System is still viable on campus. Tina has, since her freshman year, been extremely interested in the system, and wants to see students become more aware of its part in campus affairs.

At the end of the session, both candidates for Executive Chairman attempted to define the basic differences between their stands. Both agreed that Mary Anne Burns had been more outspoken in her views, while Marilyn had worked "behind the scenes" for a more effective student government. However, they stressed the importance — even greater than the importance of experience —

of interest, in the College, and a desire to make it a real Academic environment.

The candidates discussed student power, finances, and the implementation of coeducation in the future. Both felt that Mary Washington will be coed in name only, and that the attitude of the administration is detrimental to the college. Students, they asserted, should actively recruit men, since the administration did not seem to be doing so.

Marilyn Morgan proposed the appointment of a campus ombudsman as a supplementary means of handling student grievances. A faculty member, respected by students, administration, and faculty alike could provide a valuable mode of communication between the three elements on campus.

Mary Anne defined the role of exec chairman as that of an elected officer to work for the students, handle student rights, and give firm support of creative experimentation and dissent. She believes that a college loses value

when it becomes "a suitcase school."

One important issue on which the candidates differed concerned the policy of confrontation of the administration. Giving the example of a possible denial by the chancellor of abolishing dorm hours, the candidates reacted very differently. Marilyn Morgan suggested, if reason failed to obtain a reasonable desire of the students as voted by the senate, a vote be taken by the student body and returned to the chancellor, in the hope that he would bow to the wishes of the majority of students. Mary Anne, if repeatedly denied reforms voted for by the student body, recommended orderly protest. Power, she stated, comes from the students, for which the college exists, and if the system is oppressive, it should be circumvented.

Both Marilyn and Mary Anne wished to see students control appropriations of the student fee. Mary Anne suggested that students set up a radio station,

and agreed with Marilyn that College finances were hampered by inadequate funding from the state government.

Although the crowd began to dwindle later in the buzz session, students were responsive, and seemed genuinely interested in the stands of the four candidates.

Kathy Thiel announces the following results of the referendum on the proposed amendment to the honor constitution:

1663 students voted out of 2170 students enrolled
1405 or 84.5% voted yes
250 or 15% voted no
8 or 0.5% voted neither yes or no

1420 or 85% of all people who voted reaffirmed the academic work of the college for the faculty's benefit.

The amendment will go into effect immediately.

Interviews with Mary Anne Burns and Marilyn Morgan, candidates for SA executive chairman; Mimi Hearne and Kathy Bradshaw, candidates for legislative chairman; Sue Cottingham and Pam Hudson, candidates for judicial chairman . . . 6 & 7

Interviews with Ann Jeffries and Tina Convery, candidates for Honor Council President . . . 8

UVa law student appointed to BOV

Governor Linwood Holton, apparently attempting to end controversy but not set a precedent, recently appointed the first student in a voting position to the University of Virginia Board of Visitors.

The student appointee, Jay Harvie Wilkinson, is the author of "Harry Byrd and the Changing Face of Virginia Politics, 1945-1966" and formerly served as a Holton consultant and speech writer during the gubernatorial campaign.

Actually, Jay Wilkinson will be a student for only one year of his

four year term. He is scheduled to graduate from the University law school in 1971.

Such an appointment is not new to the Wilkinson family. Jay is replacing his father, Jay Harvie Wilkinson Jr. who has served his allotted terms on the Board of Visitors.

Governor Holton commented that the Yale University graduate was appointed because "he is an exceptional young man", not because he is a student. He also emphasized the fact that he does not intend to follow a policy of student appointees to the boards of all state universities.

Moratorium reorganizes

The MWC Moratorium Committee is presently undergoing a new organization and expansion into a new office as well as into new ideas and issues.

Moving into their new office located in the "owl's nest" of ACL, Moratorium Committee members recently held an open house, providing an active "interchange and communication of ideas."

The committee is also widening its attention to encompass such issues as welfare rights, Woman's Liberation movement, and community activities. Plans in the foreground include a campaign to end war taxes and encourage an awareness of draft

resistance. These campaigns will be carried into the community and hopefully into high schools through discussions.

Attempting to strengthen organization within the state, the Moratorium Committee is working closely with the committee of UVA. They presently plan to sponsor a film, "War Taxes," with discussion led by Moratorium area co-chairman Steve Square and UVA Moratorium Committee members.

Also, MWC Moratorium Committee will co-sponsor films, "People's War," "Miss America Protest," and "Richmond Oil Strike." These films will be shown tonight in Monroe 21 at 7 p.m.

MWC rights bill finished

by Diane Bignall

In response to the controversial question of "what are student rights?", the proposed Model Code of Student Rights, Responsibilities and Conduct, more commonly known as the MWC Code of Conduct, was formally presented to the Senate on Wednesday, March 11. Adapted from a document drawn up by the American Bar Association — Law Student Division, everything included is legally a student right.

The document covers all aspects of student life and if passed, will not be binding until it receives administrative approval. Seeking equal citizenship rights, the document prohibits searches of any kind in student rooms without at least 24 hours advance notice, controls of morality on or off campus, and the release to the public of personal information from student records without the written consent of the student.

Appropriate judicial bodies will be formed with the initial hearing board and the appellate body being composed solely of students. Violations of conduct rules must be reported with 72 hours of the offense, with the initial hearing within a maximum of 15 days. Appeals may be made within 10 days of the board's decision.

Regarding publications, the student press is to be free of censorship, with no threat of repercussions (i.e. arbitrary suspension) because of "student, faculty, administration, alumni, or community disapproval of editorial policy or content." Any student or organization may publish and distribute written material on campus without prior approval, providing that the distribution does not disrupt the operations of the institution.

The right of "peaceful protest", including "orderly picketing and demonstrations" is granted within the institutional community. Retaining the right to "assure the safety of individuals, the protection of property, and the continuity of the education process", the institution may

choose to impose its own disciplinary sanctions even though "remedies are available through local enforcement bodies."

Students are entitled to a participatory function concerning questions of educational policy, including the services of an ombudsman who shall "hear and investigate complaints and recommend appropriate remedial action."

The bill defines misconduct

subject to disciplinary action as "conduct which adversely affects the institutional community's pursuit of its educational objectives." Freedom of expression in the classroom and on campus is guaranteed as well as the establishment of campus organizations. Generally, the bill is trying to eliminate all but strictly academic relations between students, faculty, and administration.

Senators endorse academic reforms

By LINDA CAYTON

MWC senators made their stand for "progressive education and academic freedom" by unanimously endorsing all resolutions presented by the Instruction and Curriculum committees at the Senate meeting of Tuesday, March 3.

These resolutions emphasized Senate support of academic reforms, presently being studied by faculty committees, including elimination of compulsory class attendance, extension of the present pass-fail grading system beyond the limitations of only one elective per semester, creation of a more flexible majors program where a student may help in planning her own course of study, and establishment of student-scheduled exams.

Senators also unanimously endorsed a resolution offered by Senator-at-Large Mimi Hearne, assuring the administration of the Senate's approval of any plan of the ad hoc committee and Exec cabinet concerning open hours of residence halls.

Campus Judicial Chairman, Lynn Vandervoort, presented proposed judicial amendments to the revised Constitution. These amendments would give original jurisdiction of all campus judicial offenses to Residence Hall

Judicial Committees with an automatic appeal to Campus Review Court upon recommendation of suspension or expulsion, provide for a separate judicial committee for Day students, and states that all hearings will be openly held unless otherwise requested.

Also, The amendments provide for an accusation to be made within approximately 72 hours of the offense.

Senator Rebel Thompson, citing several cases of inefficiency in the college infirmary, requested the formation of an ad hoc committee to investigate the case. A motion to institute such a committee was made and passed. Senator Pat McGee will serve as chairman.

Elections Committee chairman Susan Archbold, distributed ballots of the votes of confidence to senators and announced that only one senator did not receive such a vote and that two senators had resigned their posts. Also, Senate President Bev Alexander announced that Senate districts 6, 31, 32, 44, and 45 had lost their right of representation due to two unexcused consecutive absences.

Senators voted to accept "en masse" all Constitutional Residential amendments proposed at the previous Senate meeting.



MORE



photo essay by becky smith and sheila page



the ladies • mary washington college, friday, march 13, 1970

feedback

Burns

Dear Editor,
As President of the SGA for 1969-1970, I have had a natural interest in the election for Executive Chairman. I have been very impressed that both candidates have stressed the concept of student power and their personal dedication to such a goal.
Still, I do feel that a choice is apparent, and for this reason, I strongly endorse Mary Anne Burns for the office of SA Executive Chairman. Mary Anne has done more than open her mind to new ideas; she has initiated them. That's what a leader is all about. I wish her dignity and strength.

Kathi O'Neill

Morgan

Dear Editor:
Change is imperative. Marilyn Morgan knows it. She knows how to bring change about. She has experience with the workings of class, SGA, residential, and faculty organization. Her experience gives her insight.

Bring about the crucial changes she enumerates in her platform. Elect Marilyn and see change work.

Betsy Moore, '70
Jan Hampson, '71
Virginia Baker, '70
Cathy Giles, '72
Cheri Burke, '71
Jan Nere, '71
Barbara Bruce, '71

Burns

Dear Editor:
We would like to take this opportunity to extend our support to Mary Anne Burns for the position of Executive Chairman.

As students who have known her and worked with her, we can say, unqualifiedly, that she is one of the most outstanding individuals at Mary Washington College. Possessing an extraordinary mind, Mary Anne has exhibited an intelligence, farsightedness and forcefulness to which many of the progressive changes made in the last few years can be attributed.

As the focus at Mary Washington changes from social matters to academic concerns, it is obvious that we need a student of high intellectual capacity to act as the spokesman for the student body. Mary Ann's excellent academic record, her selection as the outstanding sophomore by Mortar Board and her work as a writer and managing editor of the BULLET demonstrate clearly that Mary Ann possesses those qualities most essential to the position of Executive Chairman.

Mary Ann has always believed firmly in the dignity and strength of the individual student and has shown this repeatedly through her personal actions. As one dedicated to this belief, she has always acted with dignity and strength in her attempts to rectify and better situations which she felt were or could potentially infringe on those inherent rights of students. Her thoroughness is one of her best qualities; Mary Ann

has never criticized an existing system without completely researching it and the possible alternatives for changing it. But she has always acted, and as "action" is a key issue in this campaign, we would like to point out a few examples of how Mary Ann has "acted" towards trying to achieve dignity and strength for all students. In her capacity as managing editor of the BULLET, Mary Ann spoke out firmly on many issues she found relevant to the students. Since we can find no better words, we will use Mary Ann's:

February 24, 1969 — VITAL SGA: IDEALISM

"So often, two years in a row, in fact, campus elections are devoted to such issues as 'does an SGA President need experience?' and elaborations of the same . . . So often, in fact, campus elections are petty. This cannot and should not happen again. SGA is being looked to by more and more students to take stands, to make sense out of nonsense. This is the traditional function of government and SGA is no exception."

October 6, 1969 — COEDUCATION

"I call upon the Board of Visitors to demonstrate its sincerity in desiring to remove restrictions on the admission of women to the University of Virginia in the following ways:

- 1) give transfer preference to MWC students
- 2) rescind, for MWC students, the two years at Charlottesville residency requirement . . .

In calling for these two policies, I am taking the Board of Visitors at its word. Make your intent of removing restrictions on the admission of women a reality for MWC students. Demonstrate it, or it will absolutely clear that we are to be kept in our place."

April 24, 1969 — STUDENT-FACTS SENATE

"The college must move firmly toward giving students 'an appropriate share in the determination of institutional policies in respect to both the instructional program and social framework.' . . . The most appropriate share can only come through representation in a collegiate legislature. The college must move forward firmly, and try as Columbia University is, 'to meet those challenges in a spirit of scholarly cooperation.'"
December, 1969 — SELF-

SCHEDULING OF EXAMS

"Mount Holyoke College celebrated the arrival of self-scheduled exams last Holiday Season. They have about 1750 undergrads. There the faculty and the students — not the administration — with due consideration to the administrative personnel involved, worked up three proposals. The academic community then voted on the three and chose one. In a few weeks it was implemented. All reports have it that Mount Holyoke has not disappeared from the face of the earth and in fact the College is doing fine with this freedom . . ."

More need not be said. Mary Ann Burns is the only choice to make for Executive Chairman. Join with us in our wholehearted support of her.

Susan Wagner '70
Bev Alexander '70
Joanne Sinsheimer '70
Anne Gordon Greever '71
Alex Tomalonis '70
Diane Taylor '70
Kathy Marilla '71
Anemarie Reimer '70
Liz Vantrease '70
Candy Whitmer '70
Beth Conrad '72
Marcie Rogers '73
Aileen Reynolds '70
Sandi Mason '70
Trisha Kelly '70
Gladys Swanson '70

Morgan

Dear Editor:
We, the undersigned, wish to announce our support for Marilyn Morgan, SA Executive Chairman candidate, as we feel she is best qualified to fulfill the office. She has exerted her energies since Freshman Class President 1967-1968 in a direction which has strengthened the potential energy of the college. Marilyn has the ability to develop this potential. Progress is inevitable and change can be attained through re-development of the present system. With this in mind, Marilyn is working for a more unified whole. We all know that is time to think . . . seek . . . act . . .

Penn Bailey, '71
Diane Coleman, '71
Mary T. Bradley, '71
Katherine Brew, '71
Andrienne Hyle '72

Burns

To the Students of MWC:
The primary objective of any letter written in support of a candidate is to substantiate personal commitment. The validity of such a stance is founded primarily on the relevance of the candidate's goals within her platform.

As campaign manager for Executive Chairman Candidate, Mary Anne Burns, my commitment has evolved through the number of relevant proposals, as outlined in her platform. Each area of concern, whether Academics or Social problems, is met and workably defined towards a feasible solution. The major contribution to Mary Anne's insight is the varied levels of contact in and out of the college community.

MWC must accept Mary Anne's challenge of "creative experimentation" in our Student Association. Through Mary Anne, we have the opportunity to elect an outstandingly aware, dedicated and intelligent person. Mary Anne has offered the most open source of progress in SA to the student body. I urge you to accept this positive reflection of change.

Bobbe Pilk

Morgan

Dear Editor,
I support Marilyn Morgan for Executive Chairman of SA. She is a capable leader whose abilities to research, organize, and implement are outstanding. Marilyn believes in the individual — her rights and her responsibilities. Marilyn has ideals — she

wants to see all students act toward their independent or collective interests. She is willing to fight for those interests with her time, energy, and determination, until she has succeeded or is satisfied that another approach is necessary . . .

She has truly our concern at heart and will work to give us the most opportunities for possible for acting on them to enrich ourselves and the whole community.

A shift of focus brings us to Marilyn's opponent and her fellow slate members, who are introducing a concept to MWC which at this point terrifies me — the political party. We are still a small college which can hear individual voices and can act for those voices. Please, let's not factionalize let's not polarize. Keep open the channels for an independent to be heard and not crushed by a machine. We have enough of that in our federal government, and I could not stand the thought that MWC's student government might someday also be deaf to the ears of its people.

No matter how sincere the party is at first, time alters all. Marilyn Morgan is free; she is open and she is an independent who will stand for you.

Betsy Morrell '71

Jefferies

Dear Editor,
I would like to endorse Ann Jefferies for Honor Council President. It is important to make a choice between the two candidates, particularly this year since the Honor System has become more relevant to the students. The Honor Council has initiated several amendments to the Constitution which will help to keep it alive and to make it a part of each student at Mary Washington.

For this reason, I believe Ann Jefferies to be the candidate who can best continue to make the Honor System a necessary part of a liberal arts education.

Pax,
Kathy Thiel

Convery

Dear Editor:
I would like to endorse Tina Convery for Honor President. Tina has been a member of my club and has worked well in positions of my responsibility. She was a committee chairman for the Young Republicans both this year and last. She is presently the Treasurer of Region III with the Young Republican National Federation and she has the title of Miss Virginia YR. She has the leadership which is needed for Honor President. She has ideas which will benefit us all. I therefore urge your support for Tina Convery for Honor President.

Sincerely,
Trish Little '71

Hearne

Dear Editor,
As senators and students involved with the Student Association, we wish to endorse Mimi Hearne for the position of Legis-

lative Chairman. Having worked with her in various capacities, we have seen her successfully implement her plans; i.e., the Spring Festival last May and the Faculty Dinnerplan. But more importantly, we have seen that Mimi possesses the very rare quality of being able to inspire others with her enthusiasm, efficiency, and extremely creative ideas.

As the present Senator at Large, Mimi's knowledge of the Senate and its workings cannot be surpassed; and neither can her capabilities. She possesses not only far-sightedness, progressive ideas and a clear understanding of what needs to be done at MWC but also the energy to accomplish her goals.

Bev Alexander, '70
Susan Wagner, '70
Anne Bullard '71
Chris Tell '73
Pixie Gaine '72
Candy Biegling '73
Kathy Marilla '71
Jody Reed '70
Darlene Miyamoto '72
Patricia White '72
Liz Keith '71
Sally Carter '73
Pat Roberts '73
Cathy Graves '72
Fran Guthrie '73
Cathy Hennessey '73

Cottingham

Dear Editor:
We, the undersigned, wish to extend our support to Sue Cottingham for the office of Judicial Chairman. As a member of the Campus Review Court his year, Sue has repeatedly demonstrated her sincerity in trying to establish a truly "fair" judicial system at Mary Washington. Her work on the Student Bill of Rights is evidence to this. But, more importantly, Sue contains those qualities of personality and intelligence that are essential to the person who stands at the head of a judicial system. She recognizes the importance of insuring the constitutional rights of all students; feels that it is the students who should be empowered to establish and enforce all social rules and, most importantly, she does not believe in expulsion for violation of a social rule. The judicial structure she recommends an excellent one and the establishment of such a system, along with her proposed Legal Rights Desk, would provide that foundation on which the students, faculty and administration can build the "necessary atmosphere of trust and mutual responsibility." Read her platform and hear what she is saying.

Susan Wagner '70
Sani Mason '70
Bev Alexander '70
Mimi Hearne '71
S. Lorraine Cross '72
Candy Whitmer '70
Marilyn Preble '70
Liz Vantrease '70
Candy Whitmer '70
Cathy Alexander '73
Philo Funk '72
Margie Garmey '71
Student Bill of Rights Committee

Hudson

Dear Editor:
We counselors and officers in Marshall Hall would like to take this opportunity to express our

(see FEEDBACK, page 9)

Out of slavery

This year an issue is being dealt with in the campaign for Student Association officers that is perhaps more important than any issue that has ever been discussed in any campaign at MWC before. The issue involves the concept of student power. A vote in the election will not be just a vote for a candidate, it will be a vote to determine whether students here really want the power that is rightfully theirs.

As evidence of the trend toward liberalization at MWC, both candidates for the office of SA Executive chairman have issued platforms that contain exciting ideas and proposals pertaining to both the social and academic realms of the college. The major difference between the two platforms is that one contains a philosophy which, if supported by students, would enable them to implement those proposals.

Marilyn Morgan is well qualified for the position she is seeking as it has been defined and carried out by past "SGA presidents." She would probably, through a year of bargaining with administrators, be able by the end of her term to push through a few of the plans she is proposing. Progress would be made, but the system which retards progress would remain.

Kathy O'Neill stated the problem well in her state-of-the-campus address. "The problem is power . . . the students on this campus don't have any." Students are slaves, and the system is at fault.

Mary Anne Burns is running a realistic campaign. She knows what the problem is, and she knows how it must be attacked. With the system changed the possibilities for "creative experimentation" are endless. There is still hope that MWC could someday become a progressive liberal arts college.

Mary Anne's campaign itself should confirm her ability to accomplish her proposals. She has sponsored speakers, discussions and entertainment nearly every night since her campaign began. She is giving us a preview instead of the usual hollow promises.

Mary Anne Burns is prepared and willing to lead us out of slavery and into freedom. The forthcoming election will determine whether or not students want to obtain that freedom. It may also determine whether students are ready for a "real education."

exasperations

Are we children?

by yuri mccarthy

Retreating from the "yellow journalism" rag and settling down to more serious journalism, this week's object of my interest is the irresponsibility of Mary Wash students. Question: are freshmen immature, irresponsible children? If so then they may be forgiven for the attitude among many of them that having no hours and having keys would be far above the level of responsibility they would wish to assume (as noted by a jr. counselor).

Of course, this attitude is not peculiar to freshmen. Some 20-year-olds have voiced distress that they would have to be responsible for their comings and goings. Surely this cross would be too much to bear.

The rationale behind this line of thinking is that Mary Wash girls are incompetent and are incapable of following rules (such as not admitting men to dorms except during open house). Do

you believe you are incapable of taking the same precautions you would take if you lived in an apartment? Perhaps the campus does feel irresponsible. But I should hope that this isn't the case. What'll happen upon graduation?

There seems to be a paranoia that if the "MEN" (as in the hysterical alarm of "MAN on the hall! MAN on the hall!") find out that we have keys, there will be assaults to procure keys, duplicates made, and other attempts to gain entrance to the 18 dorms. But I won't fail to mention the fact that, right now, access to the dorms may be easily gained at 6 a.m. by even Jack the Ripper, et al. Try it some time.

But back to the men, just what is this Victorian fear of them? Maybe I've been away from home too long but what are we being sheltered from? After all this isn't Harlem. Maybe we are being protected from ourselves, as if

Mimi Hearne has two qualifications which make her the best choice for the position of SA legislative chairman. They are experience and past performance.

Being new to Mary Washington as a sophomore transfer student did not deter Mimi from jumping right into the campus political scene. She has made her voice heard campus-wide both last year as senator from Mason and this year as SGA senator-at-large.

It would be impossible to relate here Mimi's total record of contribution to the campus. Perhaps the best example, though probably not the most important, is her energetic organization last Spring of the Fine Arts Weekend. Through her efforts the weekend was a total success and will probably become a Mary Washington tradition.

The BULLET endorses Mimi because she has already proven she can do the job.

academic

The positions of Academic Affairs Chairman will grow in importance as students are given more rights in determining academic procedure. But first students must decide what kind of education they want.

As editor of YET, Kathy Schroeder has become aware of what students here want as far as academic policy, as a person consistently involved in campus politics she knows how new policy can be put through. Her strong emphasis on the student as determinant of educational procedure, plus her emphasis on the importance of the individual in the academic system more than qualify Kathy Schroeder for this position.

Sue Cottingham, candidate for judicial chairman, upholds a platform based on experience and sensitivity. Her term on the Campus Review Court has made her more conscious of the rights belonging to all students, in both courtroom and non-courtroom situations.

Her suggestions for re-evaluating the concept of "in loco parentis", for removing the voting powers of faculty members on student courts, and for removal of the "conduct unbecoming" or "elastic" clause from the present handbook (a clause which, in any case, would be completely impotent in a court of law) are sound ones. Her idea of a Legal Rights Desk is final insurance of a just system for all students and, like the rest of her proposals, is vital and long overdue.

It is for these reasons the BULLET endorses Sue Cottingham for the office of SA judicial chairman.

senator-at-large

Dory Teipel's entire platform and message is communication. This is not, however, a campaign message but one which Dory has been working to deliver to the Senate for this whole year. Her work on the Instruction Committee for Academic Freedom, her drafting of a reply to accusations made about the college by Delegate Ben Woodbridge, her wording of an amendment providing for votes of confidences for Senators, and her invention of the idea of an annual Catharsis meeting, prove that Dory is exceptionally qualified to act in the capacity of Senator-at-Large, to alleviate the "huge communication problem that exists here."

Therefore, the BULLET endorses Dory Teipel for the office of Senator-at-Large.

All endorsements of candidates have been agreed upon by a majority of the BULLET editorial board. The BULLET is not endorsing candidates for the positions of Social Chairman and national affairs chairman. The editorial board feels that both candidates for each of these positions are well qualified.

THE BULLET

barbara-halliday
jane touzalin
barbara bennett
linda cayton
ann moran
sheila page
becky smith
liz pully
robin darling
paddy link
kathy schroeder
paula scotti
ruth foster
yuri mccarthy
christine crawford

editor
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business
news
features
photography
photography
layout
exchange
arts
advertising
circulation
business assistant
columnist
general secretary

The opinions expressed herein are not necessarily those of the College or the student body, nor are opinions expressed in signed articles, and columns necessarily those of the editor or all members of the editorial board.

1. What structural changes should be made within the SA?

MORGAN: First of all, with the changes initiated this year by the present organization, I feel that, within the exec cabinet itself, you now have more direction. By this I mean you have a Legislative Chairman, Judicial Chairman, Academic Affairs, Social and Cultural Affairs, and National Affairs. This way I don't think you will have as much repetition as you did before; you will have, within the actual cabinet itself, more or less authorities within Exec Cabinet. So within the jurisdiction of a legislative

chairman, particularly within the Senate, I see now the necessity within this body itself a committee similar to the present FOP within the faculty — this would be a Student Organizations and Procedures Committee charged with the task of committee work, committee appointments, etc. This committee would then oversee the actual student committees; not only the Senate committees but the college committees which the students sit upon, and I say college committees because I would prefer not to call them faculty committees any longer. I'm definitely in favor of more student representation on these com-

mittees; this is why I refer to them as college committees. This SOP Committee would also be able to handle the appointments for the committees. According to the constitution, the executive chairman has the so-called responsibility of appointing students to the committees, with the approval of the Senate. I would instead prefer to have this Student Organizations and Procedures committee select membership. Appointments could be but would not have to be Senators because I feel that we need to get more student representation. So this committee would come up with suggestions for student appointments to committees. They would in turn be approved by the entire Senate and sent on to the Executive Chairman, who would have the power of veto if she did not like it.

My interpretation of the academic area would be that this is of joining concern to faculty and students; so I am then in favor of an academic assembly composed of students, faculty, and administration representatives. Naturally the emphasis would be on students and faculty in number. I think that the present faculty committee and the present Senate committees concerned with the academic areas could be merged in this one academic forum; and in here you could have equal voice on the committee; equal representation between students and faculty. They would come up with joint decisions. I think in order for this body to be effective it would have to be large enough to represent all of the faculty and all of the student viewpoints. So therefore I definitely am in favor of a large number — say anywhere from 40 to 60 in membership. With this I would like to see the forum have the power to break up into committees — have committees pre-

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sent their proposals, have this body vote on the proposal, and when it was accepted I would then be sent on to the administration, the faculty, and the students for implementation. It would not be sent to the faculty for a vote, nor would it be sent to the students for a vote of acceptance.

BURNS: Structural changes we decided would be good are along a couple of themes. Decentralization, dividing up responsibilities, and fostering a sense of openness so you have more students doing more things. So we've decided that each officer who's running will have ultimate authority in her area. We propose that she set up a program, present it to the Senate, for a budget request; then she will be funded for this program. What we're trying to do is open up student government so that more students will be involved in decision making and policy making; so that there's no reason to be apathetic. We're trying to make it so that any student who comes up with a good program can come to Exec, discuss it, and then go themselves to the Chancellor.

3. What do you feel was the most obvious failure in SA during the last year?

BURNS: The most obvious failure is the fact that the way the drinking issue was handled all along the line was so compromising. According to the summer referendum, 70 per cent of the students wanted drinking somewhere on campus. I think it's really a bad system to have a period of nine months arbitration with the administration

and come out with something like "privilege not a right" and actually think that you originated that idea in the first place. What I'm really talking about is not the issue itself, but the process by which change is effected here. This is six people going in and for six months meeting a complete blank wall. I just don't think this is right. The students wanted it, and what happens in Exec goes to the Senate and just tells them what they have to vote on; they come up with that agreement which was really a way of saying that student government could never really make any policies on its own, which is wrong. I just would like to see this entire system completely changed.

MORGAN: I would say the most obvious failure was the fact that we had a very dynamic and hard-working executive cabinet which in some cases overpowered and did not give enough opportunity to the Senate in particular, and also the entire student body, for the development and the actual push that they might have had for particular areas of concern. I feel that student leaders should of course be initiators of action and of ideas, but I think — more important — they should be organizers in such a way that they could organize a student body or a student Senate to the point that these people would become thinkers and actors. They would become involved with the body in which they're working, whether it be the large student body or Senate, the judicial. I think that these people are the ones who have a wider viewpoint; they are in fact larger and therefore more representative. And these are the people who should be challenged and led into



Marilyn Morgan

photo by becky smith

legislative

1. Do you feel the Senate has failed this year? If so, what do you feel is the cause of this failure and how do you propose to correct the situation?

BRADSHAW: I feel that it has failed in a way because it hasn't really been given a chance to succeed. Executive cabinet has taken upon itself to do just about everything that's been done as far as legislation this year without really trying to get the Senate active and get them doing what needs to be done. For example, concerning the constitutional changes, a Senate committee should have been set up to make them. I don't think Exec cabinet should have taken it upon itself to do something like that. I think the main way to correct some of that is to take some of the power out of the hands of Exec cabinet.

On my platform I proposed two general ways of doing this. First of all I don't think Executive cabinet should have power to originate legislation. I think the duties of Executive cabinet should be to advise and administer. Therefore I propose that there be a constitutional revision saying that the duties of Exec Cabinet are to administer and to advise. I think that the Senate should propose legislation. Secondly, getting back to decentralization I think that one way would be to have the legislative chairman elected from the Senate after all the senators have been elected in the Fall. Or you could have the Senator-at-large put back on Exec cabinet to represent the student body and the Senate.

HEARNE: I don't really think the Senate has failed so much as I would say that Exec Cabinet has been extremely active and so prolific with new ideas and proposals, and were been so wrapped up with the drinking problem that the Senate really hasn't had much chance to realize its own potential. This isn't to say that it's been good, but I won't really say it failed, that you can put the blame on the Senators. I think that, had Exec Cabinet not been as active, you would have seen a lot more activity from the Senate. But I can't tell — this year went the way it's gone, and not another way. Definitely a lot can be done to change it and make it better; for instance, I think a more intensive training program for Senators would be good — not necessarily training in the sense of teaching them Roberts' rules of order but rather, training them to let them know what the

potential of the offices is, how they can go about changing things, what channels they can use. I think a really good thing would be to have a retreat in the fall right after the Senate is elected — take the whole Senate away for a weekend, let them get to know each other, use group sessions; sensitivity training to break down communication barriers. There hasn't really been any direction in the Senate except that coming from Exec cabinet. There's been no direction from the Senators themselves.

2. How do you see the role of Exec Cabinet in relation to the students and to the administration?

HEARNE: This past year Exec cabinet has been in just about everybody's eyes a liaison between the students and the administration — it's been the students representative to the administration. I don't think it necessarily has to be this way. Exec should provide leadership, an overall theme for campus motions, but this power should be delegated more to people outside of Exec Cabinet — to the Senate, for instance, more of a grassroots type of approach — to the campus and to what's wrong with the campus. Exec cabinet should also serve as a communicator to the student body through any school publications. We've been hindered in this this year through the secrecy that prevails activities on this campus. Negotiations with the administration have to be kept quiet until things are completely finished so that rumors won't get started. I'd like to see an SGA newsletter started up again for the

purpose of telling people what's going on all over campus. Perhaps one could have a poll on it to get students' reactions.

BRADSHAW: I think I've already defined what I think it should be in relation to the students — that is, an advisory and administrative board and not one that originates legislation. As far as the relation to the administration is concerned, I think that the members of Exec cabinet are elected to represent the student body, and they should at all times have the good of the student body in mind. They are not elected to represent the views of the administration and the views of the faculty. When an issue comes up, they should go into discussion with the administration and faculty with the idea that they have an issue that the students want. During the discussion points may come up that would make them change their minds, but it then should go back to the students before anything is finally decided upon.

5. What do you think of coeducation at MWC and what ideas do you have for its implementation here?

BRADSHAW: I think coeducation is good — it follows the most natural atmosphere that we could ever live under. As far as the implementation is concerned, I think it is an administrative matter, other than the fact that I think we should have complete coeducation now. It's too late to have it next year, but I think that the student body should put some kind of pressure on the administration or on the Board of Visitors if necessary to see that we



Kathy Bradshaw

have total coeducation for the '72-'73 session.

HEARNE: When it was announced that we were going to coeducate, I was opposed to it because I felt that I had chosen a women's college, and I wanted the right to go to a women's college. However, we are a state school, and there is no way that a state school can discriminate in admissions on the basis of sex. It's unconstitutional. I now feel that coeducation is a better way of learning than a segregated community such as this, but that's not the issue. The important issue is that we have coeducated in name, but we haven't coeducated in fact. I think that it would be very harmful for this school to accept only five to fifteen males a year because only that number have bothered to apply; I think this would lead to a deterioration of the school. We've had a lower

(see HEARNE, page 9)



Mimi Hearne

ws candidates

thoughts, which in turn lead into research and then finally into definite action.

7. Do you feel that the student body via the Senate should take political (national, state and local) stands?

MORGAN: I am definitely in favor of student leaders making sure that students on any campus are aware of national issues, giving them the opportunity to voice their opinions. But I am not in favor of the Senate, as such, passing a definite resolution or a national bill and sending that on to the proper officials, bearing the name of Mary Washington College Senate. I would be more in favor of having the general student body vote "yes" or "no" on an issue and then having it sent on to the proper officials saying, let's say, 73 per cent of the student body of Mary Washington College is in agreement with the bill.

BURNS: I said in my platform that the fundamental mission of the college is to serve the community and help it solve its social and political problems. I definitely think that there should be a consciousness here of the outside society and its problems, and I do think that we should take stands on national, community, and state issues.

2. Why do you want this office?

BURNS: I'm running because I think that student government has never really existed here and I think this should be stated now. Instead of the usual procedure where you elect an SGA president and after she gets out she

says "student government is a big farce," I decided to run on that and see if we can't get students together and completely change the system. In other words, it's a reinterpretation entirely of the position on my part. I see my power coming from the students and not from the Chancellor. I also would like to foster a sense of community here; we don't have one now; we don't have an academic or social community. I just want to have a feeling of openness, freedom, individual power, — these are things I'm going to be talking about and even if I'm not elected I'm going to try to effect here.

MORGAN: I would have to say that my main reason is that, as a student who has spent two and a half years here on the Mary Washington campus, I am naturally concerned about the college's future — future in terms of next year as well as future in terms of the next ten years. I have seen many very definite changes come about — very good changes, and I think that we are on the road to making Mary Washington a very definite, progressive school within the country. Naturally, for this reason, I would like to have a part in it because I have some very definite ideas about Mary Washington and making this a very good academic atmosphere, one in which you are entitled to think and act independently. I am in favor of trying to promote the best atmosphere for such development; individual rather than just group. I cannot say that I have had good or bad, enough or too much experience; I don't think this is as important to someone seeking an office as the

fact that she is, first of all, a thinking individual. She should have a concern for the student body as well as for the college as a whole; she should be aware or try to be aware of definite student attitudes, student outlooks, student rights and privileges — student freedoms in an academic as well as in a social way. For this reason I would like to try and implement some of my ideas as well as be receptive and have an open mind and try to promote and implement the ideas of the students on the campus.

5. What type of speakers, programs, etc. would you like to see come to the campus?

MORGAN: The idea of cultural activities on this campus is something I am very definitely in favor of; the speakers and the cultural activities that we have had have been very good, but I think we can bring on more — increase their number, definitely; expand the program by using faculty connections along with the students' money within the Student Activities Fund. What I had in mind was putting something like this — in particular, speakers — under this academic forum. In this case you could, as I said, use faculty connections and knowledge of authorities in the particular areas with the students' funds. Getting down to more specific terms, I am in favor of having more controversial speakers — speakers who are authorities on national issues, national problems. Issues concerning a lot of students now are ecology, the war etc.; I think we could also incorporate in this more student group speakers. You can have your national Moratorium committee — someone from that who is aware of campus movements all over the nation. You can also incorporate on the other hand a YAF group

if you want to. But I definitely feel that we need an expanded program, and with good organization and again with student control of the funds you would get speakers, concerts, authors, or whatever, coming to our campus — people that students are interested in, who pertain more to our time — not the speakers of yesterday — but definite student-interest speakers.

BURNS: Actually I'd like to see any speakers and cultural events that people want to have here. The problem is that we have such a limited budget. We can't get people like Dick Gregory but once

a year, I think since we're so close to Washington we should have people coming here all the time. I don't care what political views they hold; it could be someone as radical as Abbey Hoffman, or someone as conservative as George Wallace. I'd also like to see much better entertainment figures coming. The point is that students should have a more active and exciting life here and they don't. I'd also like to see a radio station here so that we could listen to our own kind of music and students could call in and decide what kind of records they wanted to hear.

(See BURNS, page 11)



Mary Anne Burns

photo by sheila page



Pam Hudson

1. What standard changes to you propose for the judicial system at MWC?

COTTINGHAM: Well first of all, I want to say that the emphasis in my platform is not on structure, but on the constitutional rights of the student as citizen. However, I have proposed a plan which will incorporate some of the ideas which I feel are important in the judicial system here at Mary Washington. Most important is the concept of student responsibility, and it is to this end that I propose that all campus courts, whatever their power or function, be composed of students. Now, I would like to see all cases involving social misconduct start in the residence hall, with each residence hall having a judicial body composed of approximately five students to hear all cases of social misconduct. And above this I would like to see what I would term an all-college judiciary, which would

serve as an appellate court to ensure uniform standards of punishment and decision in the residence council, and to which the student can appeal in the event she feels she has had an unsatisfactory decision. In addition, I would like to see what I call an administrative hearing board, which is composed of five students, including the Judicial Chairman, with administrative and legal advisors who wouldn't have any voting power. And the function of this would be to establish social policy, subject to approval by the Senate, and to ensure the proper functioning of the student courts. There's been a lot of argument about the uniformity of courts within the dorms, but I think, No. 1, that the Administrative Hearing Board will be able to establish some uniform procedures — not rigid, but fairly uniform to ensure that some girls don't get worse punishment than others. And secondly, I think the most important reason for starting the courts in the dorms is that, as students and as young adults, each person should be mutually responsible, and mutually responsive, as I've said all along. I think they'd have to be to judge each other; to take each other's misconduct and to really judge it themselves. I think the students can handle this and I think they should handle it; I don't think there's any reason why faculty members or administrative members should be judging students on things. I think that they have the capability to handle themselves well and to be mature enough to take on this responsibility.

HUDSON: I would propose that

there would be a three-level court system, and in this system you would have your residence hall judicial committees which would be like they are now, composed of your judicial chairman of the dorm and two representatives. They would have more jurisdiction than they do now, but I would not have them handle cases which might result in suspension or expulsion. To handle these cases I would have an all-campus court. This court would be composed of say five residence hall judicial chairmen; they would get together and elect five amongst themselves. And they would handle cases involving the security of the dorm or the individual; or if someone had continually broken imposed restrictions — these are the only cases that could possibly result in suspension or expulsion. The campus court would also serve as an appellate court to the residence hall judicial court. Then you would have the Campus Review Court, which would consist of the same people it consists of now, with an advisor who would sit in on the appeals and would also sit in on the all-campus court for the serious cases. The Campus Review Board would act as a coordinating body which would be responsible for training all of the judicial representatives. It would view all of the policies, try to simplify, say, signing in or flipping out, be responsible for putting in the proposals — there's really a lot we need to have in our procedure about protecting the accused, and also protecting some of the members of the court; if a person decided she didn't want to sit in on the court, if

she were involved in the case or something — she should have the right to decline and this should be written down, where it's not right now.

2. Under what circumstances do you feel a student court is justified in expelling a student?

HUDSON: I think a student court is justified in expelling a student only if the student has risked the security of an individual or of a whole dorm. Or, for instance, if she's been campused quite a few times or suspended before and she still continues to commit serious violations; but I don't think a student should be expelled for, say, drinking — only if someone has been put at risk by what the student has done.

COTTINGHAM: I don't think a student court is justified in expelling a student for any reason, for any social reason, at all I think that the only reason a student may be asked to leave college is that she is not upholding certain academic standards or certain standards which come under the jurisdiction of the Honor Council; and I don't think that social misconduct should be punished as severely as with expulsion from college. The maximum penalty I would suggest would be suspension, but that would be in cases where the student has repeatedly violated serious social rules and in which she has put the safety of other students on the line. I don't think there has been enough emphasis on the validity of corrective measures as far as social infractions go. I think a lot of people tend to regard these peo-

judicial

ple as criminals, which they certainly aren't; and they seem to feel that the only thing they can do with them is to get them away from the school, which is certainly very untrue. I think there are a lot of people that have been hurt by this, and that, if the court had taken certain corrective measures, they could have become valuable members of the academic community.

3. What are your feelings about the proposed Student Bill of Rights?

COTTINGHAM: I feel very strongly on the Student's Bill of Rights. I've made it a major part of my platform. I've been working on the committee for the Student Bill of Rights for the past

(see EXPLUSION, page 9)



Sue Cottingham

honor

1. What are your feelings about the new honor amendment and how do you feel the system will be affected (strengthened or weakened) by it?

CONVERY: Well, first of all, when the amendment was presented to Residential Council by Kathy Thiel, I really gave her a hard time about it, and I gave our senator a hard time about it, and we discussed it generally in the dorm and at Residential Council and everything, and about

tied. And this bothered me, because I didn't feel that I was giving the most justice to a situation — rather, the circumstance was, "I'm doing what I have to do." And this is not the way it should be. So I feel that the new amendment gives a certain amount of flexibility that is needed in our system, a flexibility which includes the human area: the gray between the black and white. As far as weakening it, I definitely think not. Of course we'll have to wait a year, two years, three years, to see what the repercussions of the amendment will be. But I sincerely feel that the flexibility will strengthen

viewpoint" to the Honor System, and this is getting away from a very idealistic outlook on the System: I mean it's a wonderful thing, and many people feel very idealistically within themselves about it. It's practical application; it demands practical instruments of application. This was one reason why she put keys in the dorms: to combat this stealing. Each girl was given a key to use, and this was the intention. Now, I don't mean to sound harsh about this, but if a girl does not lock her room, then she's opening herself up to being stolen from. Now this is what I call practical application of the Honor System — a preventative measure. This is one way of combatting it. Another way is that there is a great degree of stealing which occurs by one person. Let's say she steals from one person, then another person, then another person. What happens is one girl gets some money stolen from her but does not feel strongly enough about it to investigate, to look into it; therefore it happens again and again and again. We have sometimes a difficulty in finding an accuser in situations like this. And I think this shows a weakness on the part of the students, a weakness in #1, a neglect of their own possessions, and #2 neglect in — what should I call it — the "dirty" part of our system, the judiciary part, which calls for an accuser to come forth to the Honor Council president and demand a trial. This is the only way that our system will work, so that it has some degree of student backing behind it. The Council can't be investigators; we can't go out and play the FBI. This is the part of the students, and this is the right of the students, and they should take advantage of this right.

CONVERY: As I presented in my platform, I feel that the Honor Council could work with residential council in the place where the majority of stealing takes place — in the dormitory. I feel they should set up a student loan system in the dormitory, this would be based on dorm dues. We have this in Westmoreland now, our House Council put it in — you make use of the dues that are just sitting in GW all year long, and only used for parties and everything. It would be run on a banking system — while the money is there and not being used, it could be made use of, and give a girl an alternative to stealing. In a dorm situation a girl could come and ask for money, for things that she could not ask for from the administration or from her parents. It would be on a very personal basis, where the time a girl would be paying back her loan would be up to the council. If the dorm didn't have enough money, the Council could probably find someone to provide a personal loan. Each dorm would have to vote on this separately. The Honor Council could suggest this to Residential. I think this would be a very good thing; it would give a girl a chance to get some money where otherwise she would have to steal it.

3. Do you feel that the honor council members should be elected campus-wide or from classes as they are now.

CONVERY: The Council is campus wide; I do feel that it should be a campus-wide election. When an election comes up, it really doesn't matter what class you are in. Lots of times girls don't even know the girls in their own class. Since it is a campus wide council and tris girls from every class, I feel

that it should definitely be campus wide elections.

JEFFERIS: I definitely feel that we should stick with the class elections, and basically for this reason: that the emphasis on our council is on a cross-section from our student body. The best way to get this cross-section, this fair cross-section, this equal cross-section, is by taking so many people from every class. There's a difference between the outlook a freshman has toward the Honor System and that of a senior, not to say what happens between those two years. But we want to find out how this freshman feels and we want to give him the opportunity to play as important a part in making, for instance, something we have made up — this amendment. The freshmen were very, very beneficial in representing their class and we hope that they represented their class and that they had basically the same outlook that most freshmen have, when we considered the repercussions of our provision, and also on how we would approach each different dorm — we still have freshman dorms, and we had to be aware of the freshman feeling before we went in there. There's something also to be said for something called class pride, which still exists in our school. I think a lot of classes jealously guard the right to elect their own class officers.

4. Do you feel any structural changes are needed in the honor system and do you think any changes are necessary in the manner of presentation to freshmen?

CONVERY: As far as the first part goes, with respect to the question you just asked, I do think it would be wise to have

hops, the whole system should be looked into. Right now I'm of the opinion that we should see if this new amendment can work, and work well. As far as the second part of the question, I feel the program of counseling should definitely be changed. When I was a freshman, I was scared to death of the honor system. I feel that the freshmen could be taught to respect the system, and not have fear of it. I think this new amendment, if explained correctly, will perhaps alleviate some of this fear. Also, when I was a freshman, when I was counseled, I was told that even if you said anything against the system if you said you didn't believe in the card and you just signed it to sign it, that was an honor offense. This is absolutely ridiculous. I think the main thing should be total explanation to honor counselling is good in that the girls can get together in small groups and discuss it. However, it's always been presented as something that is working over everybody and I feel that that is definitely wrong. I feel that with the counselling, we could perhaps have some professors involved. They could give their viewpoints of the system and explain how it works in the classroom. I also feel that the history of the honor system at Mary Washington should be explained. It was put in by the students and perhaps, as Ann said in her platform, a handbook would be very worthwhile with hypothetical cases in it so a girl would know exactly what procedures to follow. But the main thing I want to stress is that I don't believe that Freshmen should be instilled with a fear of the honor system; it is theirs, they can do with it



Ann Jefferis

photo by sheila page

a week and a half later, discussing it with everybody, I felt that this was the general opinion of the majority of the kids on campus. It is their Honor System, and if this is the way they want it, I feel that it is a good change. I definitely changed my mind about it. I feel that it's about time that the Council considered the individual as well as the campus as a whole; it provides for the extraordinary case and provides for situations where a girl might benefit from suspension instead of expulsion or benefit from just having the trial alone. It definitely makes the system more humane and takes in all individual situations, which I think is a good deal. As far as it weakening or strengthening the system, I feel that depends on the person you have in office. I feel it could go either way according to each case taken individually.

JEFFERIS: Of course I have say I'm biased, because I've worked with this amendment; it's kind of dear to my heart since I've sat on the council and I've worked with it. But I'm trying to think of it as objectively as I possibly can. When I first was introduced to it by Kathy Thiel, I was considering it but I didn't like it right away. But there were certain aspects of the system that I didn't like; and I got these impressions from sitting in on trials my past two years on the Council. And there have been several times when, in a specific case, I felt that my hands had been

the system. Take this situation for instance: many girls are afraid that this is going to weaken the system and that people won't turn in cases. I think this will be directly the opposite of what happens, that now with a more lenient justice and penalties, more people will be apt to present an honor case when they think an honor violation has occurred, knowing that the council has the flexibility; and therefore they can not only take intent and character into account but they know that the Council will give every benefit of every doubt to the extraordinary circumstance.

2. Many people feel the honor system is not working in the social realm (i.e., there is stealing in the dorms). How do you feel this situation could be remedied?

JEFFERIS: Well first of all, I'd like to just clarify one thing: usually there are more cases of stealing than there are situations where a girl feels that she can get away with plagiarism; therefore there are fewer cases than stealing, which involves many more girls. I can't honestly say whether the situation of stealing in the dorms, to be specific, is any worse than it has been before, because you know — I mean there are a lot of cases which are never reported; a lot of cases which never come up. But let's say the problem is getting worse: Council is going to try to do something to handle this. I think Kathy Thiel initiated something last year which is called a "practical



Tina Convery

photo by becky smith

a campus-wide election for the council. Since the new amendment has been passed, perhaps through working with the other members of the council we could come up with some definite proposals. The trend on campus seems to be to make the honor Council more understanding and, not lenient, in any sense of the word, but more human in everything that it does, to take more into consideration at a trial, and since this is the case, per-

what they want. It is an individual thing and should be respected.

JEFFERIS: Well quite obviously the major structural change this year will be the amendment; and next year the council is going to be tied up with an evaluation of this amendment, involving penalty: just how effective is it in attaining what we want to achieve, namely, flexibility, and more justice given to the accused under an

(see CONVERY, page 9)

Convery, Jefferis discuss honor

(from HONOR, page 8)

extraordinary circumstance. Two things which are really related and which I'm concerned about it that right now, the way the constitution states, the Honor Council president must be a rising senior, I don't think this is particularly fair in that I see no reason why we shouldn't extend it to a rising junior. My reasoning behind this is that I think a president should be able to succeed herself; and my reasons for this, in turn, are that there's something to be said, involving the Honor Council, about continuity. A person who goes in, who is elected in the spring of her

junior year, has some very definite ideas, some changes which she has in mind. She can't really start on them — her Council's gone over the summer — she might make plans, and outline, but she can't really start on anything until September of the next year. It is very, very hard to achieve anything in that short amount of time, in that six months. In terms of a long-range plan, it might be beneficial for a president to succeed herself. Now there's nothing in our constitution saying that a president can. I think this is an interpretation that definitely has to be changed.

Expulsion penalty judicial issue

(from JUDICIAL, page 7)

two or three months, and we've gone over it, and over it, and over it, and I think that it is a really valuable document. I would like to see the committee continue to next year so that we can get this Bill of Rights, not only passed by the Senate, but through the faculty by a faculty meeting and through the administration — otherwise, it's just going to be a piece of paper; so what if students have the rights — unless it's recognized by all three elements of the academic community, it's not going to be valid. I think that there are many things in this Bill of Rights which are vitally important for us as students and citizens — sometimes they're not even recognized as our rights, nonetheless our privileges. I think that it is very im-

portant that every student read it thoroughly, and realize the significance of something like this for us as citizens.

HUDSON: Well I've looked over it, and I think it's a needed thing, and that it looks like the committee has worked really hard on it. I think it's needed; I think there are a few things that should be added to it, like some of the rights of the accused — they left out a few things there like some procedural things that I think need to be put in to it. But other than that I think it's a needed thing and I think it's a good thing.

4. How do you see your role in Exec Cabinet?

COTTINGHAM: First of all, I want to emphasize that I do not like the concept of power at the top — of six people dictating so-

cial policy, initiating social policy, getting it passed through the Senate, and trying to incorporate it into the life of the college. I just don't see myself as part of a structure like that. Rather I see myself as a person not responsible to a few other officials on the Exec Cabinet but to the students as a whole.

HUDSON: I see my role mainly being the judicial representative as being the person to come back to Exec knowing why the rules are being broken — if they're being misconstrued, what the weaknesses of the judicial system are; coming back and trying to change the system through Exec and through the Senate. That would be my main role; but then I'd have to be informed of all the campus issues and just try to do what I thought was best for the campus.

feedback

(from FEEDBACK, page 4)

confidence in the capabilities of Pam Hudson, candidate for Judicial Chairman. After working closely with Pam this year, we have found her to be an effective leader. As Hall President, she has continuously shown her enthusiasm for and interest in all facets of campus life. Also, her campus judicial court and her outstanding leadership abilities prove her to be the most qualified person for this office.

Sincerely,
Jeanne Mitchell '71
Lee Ingham '71
Anne Kostyal '71
Karen Kostoff '71
Julie McClelland '71
Candy Fay '70
Mary Melancon '73
Barbara Whitmer '71
Carolyn Wolfe '71
Elizabeth S. Gore '73
Carol Kiling '71
Pam Temple '71
Debbie MacPhail '73

Shred

Dear Editor,
We are very impressed with the platform of Kathy Schroeder. Her philosophy shows sensitivity toward that which MWC aspires to be but has not yet reached, a true liberal arts college. By asking her ten questions she is hitting at the very core of the problems confronting the students, administration, and faculty.

The reforms she calls for are both sensible and imperative — sensible because they have been implemented successfully at other schools, imperative because only by supporting them will MWC achieve her ultimate educational goals.

It is indeed time for us to ask ourselves her ten questions. From our knowledge of her, we feel that Shred will not stop with asking questions. She can and will do something about the problems. Why not vote for Shred?

Annamarie Riemer '70
Jody Reed '70
Beth Conrad '72
Liz Vantress '70
Susan Riccio '72

Classified

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Harwood

Dear Editor,

The newly installed office of National Affairs should hold no less importance to the student body than any other elected campus office. Its function is to discover common interests between the students, the community, the state, and the nation and to build upon these interests. The official elected to this greatly needed position must be of dynamic personality and high intelligence, and must sincerely believe in this college community as an integral part of the world community and not merely an entity unto itself.

The signers of this letter look to Karen Harwood for these vital qualifications. Her continuous participation in various campus activities have proven her sincere interest in both college and national affairs. She took an active role as Senator last year and her complete involvement was recognized by the Senate as she was appointed temporary Elections Chairman for this past semester. Her commitment to student interests was further evidenced by her service on various committees to install self-scheduled exams, to abolish hours, and to create a Rathskeller on campus, as well as by her official capacity as NSA Service Representative. The administration has also recognized her capabilities as a student leader and asked her to sit on

a sub-committee of the Steering Committee, whose function is to aim the college in a direction of progress.

Karen's interests do not stagnate at the college community level. Her involvement in national affairs is evidenced by her active participation as Public Relations Director on Executive Cabinet this year as well as by her activities in the Mid-South Model United Nations conference in D.C. this past weekend. Her representation of the African nation of Burundi in the Security Council was very well executed and showed the intensity of interest so vital to the office of National Affairs. Karen will again be representing this nation at a national convention to be held in New York in May.

The students of M.W.C. need to destroy apathy and replace it with a sense of vitality of interest. We need to increase our understanding of ourselves as individuals and as part of a growing world community, and our nation. We need a representative whose spirit can exemplify our broadening interests and our awareness of our responsibilities

(see FEEDBACK, page 12)

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Hearne, Bradshaw rap

(from LEGISLATIVE, page 6)

number of applicants this year, because more and more students have been going to coeducational schools. It is important for us to coeducate completely, to recruit male students, good male students. I think we have a lot to sell them. We can recruit male students who are interested in getting a good education. We have the facilities, the potential to provide them with a really first-rate education. I think that what we're going to have to do is to take the initiative males to come here. Otherwise, the only thing I can see happening is that we'll sink into oblivion. Coeducation is a fact; we've got to make it a way of life, or we won't be a way of life anymore.

4. What specific goals do you hope to accomplish as President of the Senate, and how do you see your role there?

HEARNE: The specific goals that I have set for myself as a candidate for this office is to move the Senate to action, not so much to provide programs for the Senate to act upon and pass my-

self, but to show the Senate what it can do — and get the Senate to do it. To instill in Senators a sense of value for the job they are doing. Any change that comes about next year is going to require the wholehearted support, enthusiasm, and energy of the entire student body. The only group that can effectively reach the student body and can effectively represent them and bring out all points of view is the Senate. Unless you have a strong united Senate, a Senate that knows what it can do, and what it wants to do, a Senate that sees the direction it must take, and will take it, you aren't going to have any kind of change coming about.

BRADSHAW: I think that the role of the legislative chairman is to, as I said before, to direct, advise, and administer. It is not her role to be a Senator; she is not elected that way. I also think that her role should be to represent the Senate on Exec cabinet. The Senate needs someone to represent them on Exec cabinet, I don't think they have that now, and I don't think they've had it in the past.

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Mowry, Schroeder compete for academic

Eight students are vying for the four offices newly created this year in the revised SA constitution.

Junior Class President Diane Mowry and YET editor Kathy Schroeder are competing for the office of Academic Affairs Chairman. Candidates for SA Social Chairman are Cina Arico and Aleta Daley; Susie Taylor and Karen Harwood are running for

National Affairs Chairman. Two senators, Moira Donoghue and Dory Teipel are competing for the office of Senator-at-Large.

Diane Mowry feels that her experience of working with administrators and faculty as Junior Class President helps qualify her for Academic Affairs Chairman. She also says that, from living this year in a freshman dorm, she has come to re-

alize that "education can be stifling here." She would like to become Academic Affairs Chairman because she thinks "it is a job that's relevant."

Kathy Schroeder ("Shred") feels that MWC is in a 1950's educational environment which will not continue to attract quality students unless something is done. She feels the system should be more flexible; "students should have a chance to choose the kind of education they want." She favors the establishment of a student-faculty forum at MWC.

Karen Harwood has been active in several areas of campus affairs. She is presently serving as SA Public Relations Director. Karen feels that the position of National Affairs Chairman "offers a great opportunity to expand and broaden the intellectual and academic community."

Susie Taylor is a freshman who has led the activities of the MWC Moratorium Committee this year. She says, "I want to see MWC become concerned with issues and not trivialities... but I will not force my personal views on anyone."

dedicated to our Senate

By LINDA CAYTON
(with apologies to Lewis Carroll)

"You are important, Senator X," the young girl said,
"Although you have negligible might;
And yet you incessantly stand on your head—
Do you think, in your positions, it is right?"

"In my youth," Senator X replied to his chum,
"I feared it might injure the brain:
But now that I'm perfectly sure I have none,
Why, I do it again and again."

"You are wishy-washy," said the youth, "and your jaws are too weak."

For anything tougher than bullshit:
Yet you finished the term, bolsterously meek—
Pray, how did you manage to do it?"

"In my youth," said the Senator, "I took to the law
And argued each case with distress:
And the muscular drain which it gave to my jaw
Has served to create a big mess."

"You are old," said the youth, "one would hardly suppose
Yet that you'd win at your every endeavor; you balanced
A statement of policy on the end of your nose—
What made you so awfully clever?"

"I have answered three questions, and that is enough,"
Said the Senator, "Don't give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I'll kick you down-stairs!"

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news in Brief

"Trumpets of the Lord,"

will be presented in GW auditorium on Friday, March 13 at 8 p.m. This musical adaptation of James Weldon Johnson's "God's Trombones," features veteran Broadway performers Theresa Merritt, Garret Saunders, Herschell Burton, and Leslie Rivers. Tickets are available at the office of the Director of Student Affairs.

"The Sea Gull" will be shown in GW auditorium on Saturday, March 14 at 8 p.m.

Dr. Robert Scranton, professor of classical art and archaeology at the University of Chicago, will speak on Monday, March 16 at 11:15 a.m. in Monroe 21. His topic will be "The Archaeology of an Ancient Harbor."

MWC Theatre will present "A Taste of Honey" at Dupont Theatre, March 18, 19, 20, and 21 at 8:30 p.m. Reservations can be obtained at Ext. 375.

Seniors will have an opportunity to sign up and compete in the Federal Service Entrance Examination to be given here on March 21. Complete details are available at the placement bureau.

Color motion pictures entitled "A Taste of Israel," narrated by Walter S. Dodson, will be

shown at Stafford H.S. Tuesday, March 24 at 8:15 p.m.

There will be a Fredericksburg Schooling Show on Sunday, March 22 at Grey Horse Stables. The stables will provide hourly rides from Chandler Circle. Admissions for students and faculty will be .50 and General admissions will be \$1.00.

Jane Hunt has been elected editor of the 1971 BATTLEFIELD. This election was held under the auspices of the Publications Board.

Recreation Association and Interclub Association are presently holding elections. Nominates for RA President are Mary Jane Chandler, junior, and Lee Ingram, junior. Nancy Dillon, sophomore, and Pat Robertson, junior, are running for ICA President.

The Senate Special Programs Committee will sponsor a bus to Ford's Theatre in Washington D.C. on Wednesday, April 8 at 6:15 p.m. The group will see the FANTASTIKS. Tickets may be purchased in ACL foyer today and tomorrow from 11 a.m. — 2 p.m. The price will be \$4.75.

MWC Women's Liberation will sponsor two speakers on abortion and birth control Wednesday, March 18 at 7:30 p.m.

reachout

Wanted: "liberal" arts

by robin darling

Every thinking student has, at times, cursed the system of degree requirements, prerequisites, and grades. A stifling system quickly nourishes apathy and mental lethargy, and, along with other repressions, contributes to four years of worthless attendance. Jim Crow, if abolished from state and federal statutes, still physically and academically binds the student. The formerly putrid system seems to be improving, if slowly.

Randolph-Macon Women's College has abolished all but two

degree requirements for all classes, from the class of 1971 on. While the requirement for graduation remains at 124 semester hours credit, no specific areas are required. A Mary Washington student destined for drama must struggle through a lab science and math or philosophy, while a math major has to complete two years of English. At Randolph-Macon, students may choose courses from at least four different departments in the freshman year. The system of "major field of interest" is still in existence, and requirements are determined by the department.

Similarly, Goucher College, reports the Goucher WEEKLY, has abolished the religion requirement and made the other requirements — including major requirements — much more flexible. Following a growing trend in major colleges and universi-

ties, Johns Hopkins University began in the 1969-70 session, a four-one-four system, or "Winterim." Many students have evaluated it favorably.

In the first semester, classes begin in early September and end before Christmas. In February, students begin the second semester, which ends in May. The month of January is used for independent study. In some colleges, students are required to write a paper stating their academic "accomplishments," if any.

There is, obviously, little or no freedom or even liberality in the so-called "liberal arts institution." The word "liberal" implies freedom within a system. Freedom is hampered with compulsory attendance and specified courses, many of which have no bearing on a student's major.

This is not to say that a student should not acquire a broad range of vision. Vocational and technical schools can provide a student with career training. If a student lacks motivation, however, it is fruitless to force required courses upon her. Freedom generally produces creativity and academic responsibility in a true student.

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Burns, Morgan take stands

(from BULLET, page 7)

8. The three segments of the college community—the students, faculty and administration—all retain areas of power. Which branch actually has the power to control now at MWC, and how would you redistribute this power?

BURNS: I think clearly the power is in the administration, and most clearly in Chancellor Simpson's hands. I think this is wrong because of what it does to people. They can't make moral decisions because they haven't got the power to make them. It destroys your spirit; it makes you not care about where you're living; it makes you want to leave here. I think that goes for the faculty as well; I think many of them are disillusioned with the apathy among their colleagues and among the students that they're teaching. It's obvious that the administration has the power by the

drinking issue itself. Also the fact that I wanted to go to the faculty and propose the faculty-student academic forum: I went to the Dean, and as a member of the administration he told me that I would not be allowed to speak before the faculty because then any student would be allowed to speak before the faculty. And my answer to that was, well why not have any student speak before the faculty? I think that not only is the power vested in the administration but it fosters importance among the individuals here which really inhibits academic freedom, and it also creates a clandestine atmosphere, where, if people are getting together and discussing an idea, immediately the rumors go around that they're plotting, whether they're in the faculty or the student body; and one of the reasons why I wanted to speak before a general meeting of the faculty was so that everybody

could hear what we're proposing, and at the same time make a decision about what we're proposing. But I think it should be changed because of what it does to your mind, your spirit, and your personality. I don't think you become a mature, critical, thinking, creative individual, faculty or student. Specifically I think that students should have the right to determine their own social rules because they live under them; the faculty and trial procedures for social infractions should be in the hands of the students because it's just basic judicial policy throughout our land that you have trial by peers. I think the faculty and the students should get together to make room for individual programs in education because learning is a highly personal thing. Students who want a liberal arts education will seek exactly that, if given the freedom.

MORGAN: On Mary Washington campus, at the present time, all power is delegated from the Board of Visitors to the Chancellor. He then has the authority to delegate some form of power to students, faculty, or the other administrators. Thus far, any action taken by students or faculty members has in turn gone to the administration and probably in particular to the Chancellor. Frankly, I myself do not know if this has been a technicality in the fact that he is held responsible for the action at Mary Washington College, so that he can be informed or so that he can actually say make a decision. But I definitely feel that there are specific areas of concern for students, likewise for faculty and administrators. I think that the three bodies can work together within this institution and within this system. But I think that students should have the power to de-

cide those matters which affect only students, and I think their decision should be final. There are many areas of joint concern, for instance, academics. For this reason I am in favor of an academic assembly with both faculty and students participating. The academic world is of joint concern; it affects both students and faculty. This is why I am in favor of students and faculty working together with equal voice, where each individual will sit down and will be regarded as individual, not as a student member and not as a faculty and students the academic freedom and academic right that they're entitled to. Now with this, as well as with the definite student decisions, I think that the administration being charged with the responsibility of overseeing the actual functioning of the college, I'm not in favor of doing anything behind anyone's back—but I am definitely in favor of informing them of decisions and in many cases seeking their advice. But as I said before in the areas concerning students I think that they should have the right to decide in the areas that concern faculty they should have the right to make decisions; in the area that concerns faculty and students, they should be working together and making the decisions; and there are other areas that concern students and administration: take for instance our elimination of hours. This is one example where it's obviously of more concern to students, but there is the idea of security which the administration has to provide for all students. And with this in mind it's a definite change in some form or other, whether it's in the locking of the doors, new doors put on with safety locks, or if they set the proposal to increase the student aide hours, or whatever: with this you have to work with the administration and have them, in this case, accept one of the student proposals, which best suits their means.

Buckman stresses drug hazards

by Kathy Atkinson

Dr. John Buckman, associate professor of psychiatry of the University of Virginia, spoke Monday night, March 2 to a large crowd in Ann Carter Lee ballroom. Addressing himself to the problems of drug usage in the "drug addicted" Western society, he pegged the general attitude as one of "better living through chemicals."

Dr. Buckman divides drugs into those that are socially acceptable and those that are not. The socially acceptable drugs include alcohol, amphetamines, and barbiturates. The non-socially acceptable drugs are the hallucinogens or "psychedelic," "mind-expanding" drugs, with the weakest being marijuana and the strongest LSD.

In discussing the effects of these drugs, Dr. Buckman pointed out that many aspects of the psychedelic drugs are far less hazardous than the socially accepted drugs. He compared the many times aggressive attitude of the intoxicated person to the seldom violent person on psychedelic drugs. Alcohol is also addictive, while the psychedelic drugs, on the whole, are not. He says the main difference is in the state produced, and that the socially accepted drugs "do not interfere with your going to work."

In addition to aggressive tendencies, the tendency toward suicide is much higher with the socially accepted drugs. Recently there has been a big problem with amphetamines in this context, since they are so readily available. They produce euphoria, which leads to greater use and suicidal depression. Barbiturates are used quite often in suicide. They are euphoric and sedatives and are very highly addictive.

The psychedelic drugs are very closely chemically related to one another. They also have the potential of causing both good and bad effects. The taker's underlying personality along with his attitude and the setting in which he takes the drug help determine the outcome of his trip. Age regression has been one outcome that has been produced to advantage in psychotherapy. Mind-expanding and religious exper-

iences have also been much publicized.

Psychologically the psychedelic experience makes the person "far more intuitive than any of us is in a normal waking state," even though much of the person's judgement is disrupted. The person detects unconscious attitudes in others very quickly. "For many, latent qualities are awakened," says Dr. Buckman. There is no construction of attention as exists in a normal waking state through our inhibitory devices, and the person is aware of everything, but in no particular order. There follows in the person, according to Dr. Buckman, a feeling of intense joy at "discovering himself," and the conviction that this experience is of utmost importance and will "save the world." Suspicion and even paranoia are common with all these drugs.

As aids in psychotherapy, Dr. Buckman believes many of the psychedelic drugs show great promise. However, he stands against unsupervised use of any of these drugs. He especially cautions people to "stay away from LSD—if you take it long enough you can almost be sure to come unglued." He feels marijuana is less serious, "but with chronic use of any drug, including marijuana, there can be loss of memory and judgement."

The way of life in Western society has a lot to do with the use of drugs in Dr. Buckman's view. He points to the pressures of modern life and says, "The present generation is not only better educated, but much more scared and anxious than previous generations." He adds that along with these pressures the "exchanges of parental love for grades" makes the situation worse. More-

over, with the emphasis today on a college education, Dr. Buckman asserts that we are "programming failure" in many cases. In addition, he states that the most common cause of death among the college population is suicide, and the psychedelic drugs tend to inhibit suicide.

Dr. Buckman feels that "the use of drugs may increase in the next two or three years and then level off." He adds that right now the use of drugs is primarily a middle class phenomenon. Dr. Buckman says that "adolescence may be the worst time to try the stronger drugs... yet, for the most part, adolescents are more easily treated for addiction than are adults."

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feedback cont.

(from FEEDBACK, page 9)

as world citizens. It is for these reasons that we, the undersigned, support Karen Harwood as our candidate for the office of National Affairs.

Thank you,
 Caroline A. Farrell '72
 Beth Conrad '72
 Kathi Sullivan '72
 Sue Brennan '72
 Pat Coradetti '70
 Happy Anderson '72
 Carolyn Sadler '72
 Kerrie Sandefur '72
 Eva Doss '71
 Nancy Zimmerman '72
 Lynn Bair '72
 Elaine Mandalieris '73
 Kathy McMichael '71
 Marianne Emery '72
 Debbie Mandelker '73
 Cathy Alexander '73

Taylor

Dear Editor,

WE, the undersigned, would like to express our support of Susie Taylor's candidacy for National Affairs Chairman. We believe that she has shown an extremely high degree of competency and efficiency in her work with the Moratorium Committee. She is both informed and concerned.

Her energetic work this past year and her innovative concepts of campus communication prove her to be the best candidate for the office of National Affairs Chairman.

Dianne Taylor '70
 Irene Reville '73
 Carol Peterson '70
 Mary LaPenta '71
 Pat Pittman '70
 Joanna Mallard '73

Aileen M. Reynolds '70
 Ginny Marshall '70
 Maureen Rowe '71
 Audrey Kalen '70
 Barbara Kaplan '70
 Gladys Swanson '70
 Glenna Booth '70
 Joanne Sinsheimer '70
 Annemarie Riemer '70
 Vicki Floyd '70
 Cindy Whitmore '70
 Cynthia Winchell '72
 Trish Cully '71
 Ranny Nichols '71
 Phyllis Rodgers '70
 Mike Mackey '71
 Yuri McCarthy '71

Teipel

Dear Editor,

I am writing this letter in support of Dory Teipel as candidate for Senator-at Large. Dory has served this past year as a senator from Westmoreland. As a member of the Senate myself, I have been able to view Dory's activities firsthand and therefore can say that she has been one of the few active, interested, and informed members of the Senate this year.

In terms of concrete legislation, Dory wrote the Senate-endorsed letter refuting the charges made against the college by Ben Woodbridge. She wrote, introduced, and the Senate passed, the recent vote of confidence ballot for Senators. Furthermore, she introduced a by-law that called for an Exec cabinet-Senate caucusing meeting to take place once a year with the purpose of improving Exec cabinet-Senate communications.

As Senator-at Large, Dory would act as liaison between the

student body and the Senate. She would like to see legislation originate from student ideas. She would like to see legislation being produced from the grassroots upward rather than continually flowing in a downward fashion, as has been the process in the past, from within the confines of Exec cabinet.

I believe that the Senate can be and should be an effective, responsive, and respective body that produces real legislation originating directly from student ideas. The Senate should be a sounding board for student ideas. It should be able to produce legislation stemming directly from the students themselves.

Dory Teipel's election as Senator-at-Large would be one means for ensuring a more responsible and responsive Senate. When confronted with a problem, Dory listens to it, thinks on it, and then acts on it.

I urge every student, as do the co-signers of this letter, to vote for Dory Teipel for Senator-at-Large in an effort to correct not what's going on but what's going wrong.

Barbara Bingley '70
 Linda Bryant '70
 Laura Watkins '71
 Becky Smith '71
 Sheila Page '71
 Faye Epps '71
 Molly Dinger '71
 Gayle Franklin '71
 Carol Scouten '71
 Laurie McIntosh '71
 Mary T. Bradley '71
 Kathy Brew '71
 Anne Bullard '71

Donoghue

Dear Editor:

We, as students, would like to express our support for Moira Donoghue, candidate for Senator-at-Large. Moira has been an ac-

tive and interested member of the Senate this year. She sees, however, a broader future for the Senate as a productive legislating body. As Senator-at-Large, Moira would like the Senate to develop into a voice of the constituency, able to represent the views of the students. The office of Senator-at-Large would function as a communications link between the students and Executive Cabinet. This would assure even more that the wishes of the student body will dictate the direction of student government policy. It is this principle of ascending democracy upon which our nation is based and upon which our campus too should function. We hope that other members of the student body will join us in supporting Moira for the office of Senator-at-Large.

Sincerely,
 Pam Temple '71
 Kathy Bradshaw '71
 Carolyn Wolfe '71
 Jeannie Mitchell '71
 Marcy Rogers '73
 Mary Saunders '72
 Barbara Whitmer '71
 Carol Kling '71
 Jan Durham '73
 Kathy Hermine '73

"Stability" Questioned

Editor:

Your interview with ex-pusher contained one statement which merits comment. S says, "If you're not very emotionally stable, I wouldn't suggest drugs because they require stability and maturity."

The stable and mature individual does not knowingly subject his body to physiological insult.

Mary W. Pinschmidt

Thomas files faculty appeal

Dear Editor:

Faculty grades will soon be released. In order to be more equitable and flexible, more in the '70's, and therefore more relevant (and also for the sake of my future plans to teach in the Ivy League), may I encourage the staff of YET to replace their old numerical grading system with an Honors-Satisfactory-Unsatisfactory plan? This would remove a lot of needless pressure and would help to alleviate the unfortunate but widespread tendency among instructors to teach just for a grade.

Glen R. Thomas
 American Studies

Professor emphasizes King Fund philosophy

To the Editor:

In light of the recent ugly reminders in the news of this country's persistent racial polarization, the talk of black revolution, equivocation on school integration, murder and persecution, it seems especially timely again to re-examine our own institution's racial character. Despite the college's many efforts to attract black students to Mary Washington, the student population remains overwhelmingly white, out of its 2,084 students only 16 are Negroes.

One of these 16 students holds the first Dr. Martin Luther King Memorial Scholarship. Established in the aftermath of Dr. King's assassination, the fund intended "to encourage a more representative distribution of all races and economic groups in the student body." Sadly, this goal seems even more imperative today than two years ago.

To maintain this scholarship, we must rely entirely on individual donations from faculty, staff and students. Contributions may be mailed to: King Memorial Scholarship, 1233 College Station, Fredericksburg, Virginia 22401 or dropped off at Chandler 20A.

Sincerely,
 Peter Fellows
 Committee of the King Memorial Scholarship

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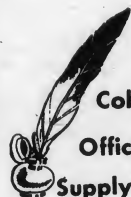


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